

Skills Identification Workshop Facilitator Guide

Instructor Notes

OVERVIEW

Participants will learn to identify skills they possess, and how best to describe them when they are applying for a job.

LEARNING OBJECTIVES

1. Participants will learn how to identify and highlight their achievements/special skills.
2. Participants will be able to identify at least five personal skills they possess.
3. Participants will be able to identify at least five work skills they possess.
4. Participants will be able to identify at least five transferable skills they possess.

PERFORMANCE INDICATORS

1. Participants will correctly identify what a “skill” is as evidenced through participation in activities and worksheets.
2. Participants will correctly identify the three types of skills: personal, job specific and transferrable as evidenced through participation in activities and worksheets.
3. Participants will list personal, job specific, and transferable skills.
4. Participants will “prove” personal, job specific and transferable skills using concrete examples and details.

MATERIALS

- ▶ Nametags/Placards
- ▶ Projector/Screen
- ▶ PowerPoint Presentation
- ▶ Pens/Blank paper
- ▶ White board/Flip chart if needed/markers
- ▶ Handouts:

Handout 1 - Top 15 Skills	Handout 2- I Am - Personal Skills Checklist
Handout 3 - Identifying Job Specific Skills	Handout 4 - I Can- Transferrable Skills Checklist
Optional Handout 5 - Demonstrate It! - Transferrable Skills	Optional Handout 6A - Identifying Skills Case Studies
Handout 6B - Case Studies Answer Key	Optional Handout 7 - Demonstrate It!- Personal Skills
Handout 8 - Prove It!- Personal Skills	

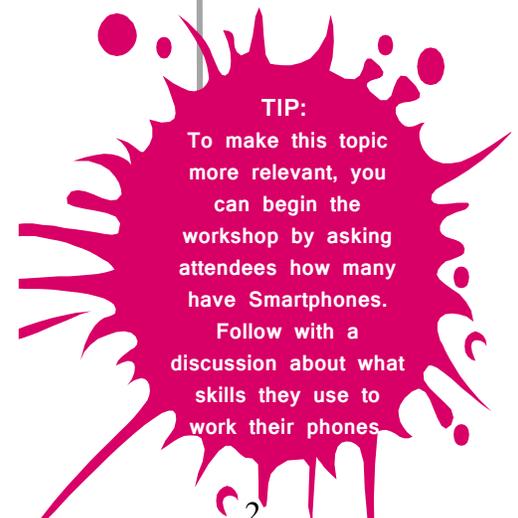
PREPARATION

- ▶ **Facilitator Guide** - Read Guide, familiarize yourself with content and flow of activities and decide on schedule. Make note of optional activities you may want to include.
- ▶ **Participant Handouts** - Review handout content and update as necessary. Photocopy all handouts in advance.
- ▶ **Guest Speakers/Team Training**- Plan session segments if applicable.
- ▶ **Measurement/Evaluation Criteria** - Workshop Evaluation Form
- ▶ **Research Materials** -Books, videos, websites & additional materials as needed.

ADDITIONAL RECOMMENDED MEDIA

YouTube Video - Getting to Know Your Skills
(Recommended audience: all job seeking customers)
<http://www.youtube.com/watch?v=CzDhdpGfIRQ>

Podcast- From Job Skills to People Skills-



(Recommended audience: refugees/immigrants)

<http://www.npr.org/templates/story/story.php?storyId=128116102>

SmartPhone App- JobRadio FM

Other:

ACTIVITIES

Facilitator begins workshop with an introduction and a welcome.

Give each participant a packet of the handouts (or distribute each handout during each activity).

1. Introduction (Slide 1)

Facilitator begins the Skills Identification PowerPoint and highlights the objectives for the workshop.

What You Will Learn (Slide 2)

Facilitator can discuss with the group what they can expect to have learned by the end of the workshop.



The facilitator can say: “Today’s workshop will help you uncover and identify your most marketable skills - the skills you would want to highlight in an interview. By the end of this workshop you will be able to know and show your personal, job specific & transferable skills.”

Top 3 Expectations (Slide 3)



The facilitator can say: “Employers have three top expectations: **Attendance, Appearance & Skills**. Knowing and showing your skills is important. During this workshop, only the third expectation of SKILLS will be covered.”

2. A Skill Is... (Slide 4)



Facilitator asks the group what their personal definition of the word “Skill” is. Facilitator writes these definitions supplied by the customers on the whiteboard or flip chart for everyone to view. When enough customers have participated the instructor can provide the definition.

Skill (Slide 5) -

Instructor answer- A skill is “something you can do well”.

3. What are the skills employers want? (Slide 6)



Facilitator can say: “The top 5 commonly sought after skills employers are looking for are”:

- Communication
- Interpersonal
- Teamwork
- Leadership
- Computer/info technology skills

How Many Skills Do We Have? (Slide 7)

The facilitator can ask the group how many skills they believe the average adult has.

Instructor answer - 500 to 700 skills; much more than we think we have.

4. Top 15 Skills (Slide 8)



Discuss some things that the group may think potential employers look for in a new employee. Write these on the white board/flip chart. Inform participants of the top 15 skills employers are looking for. Facilitator can star or circle any of the skills on the flipchart that are listed below. Provide **Top 15 Skills handout (Handout 1)**. **Instructor**

Answer for Top 15 Skills:

Integrity / Honesty
 Dependability / Reliability
 Flexibility / Adaptability
 Work Ethic / Motivation
 Customer Service
 Team Member
 Computer Skills
 Knowing How to Learn
 Communication
 Speaking
 Listening
 Writing
 Interpersonal/Social
 Personal Appearance/Hygiene
 Reading/Math

5. **Where Do We Get Skills? (Slide 9)**



Facilitator can say: “Many people believe that skills only come from work experience. Although this is true, it’s important to remember that many skills come from a number of other activities such as volunteering and personal activities. Often, you may be unaware of the skills that you have. This is because we tend to believe “skills” mean only “work related skills”. There are also transferable skills and personal skills which are also important.”



Facilitator can ask group: Let’s brainstorm on where skills can be acquired. Write answers on white board or flip chart.

6. **Types of Skills (Slide 10)**

Discuss with group the different types of skills and how identifying skills can help a job seeker. Facilitator can ask the group, “How do you think identifying skills can help a job seeker?” Write answers/comments on flipchart or whiteboard.



Facilitator introduces this section of the workshop by pointing out that people possess different skill sets.



Facilitator can say: “Knowing what skills you possess is at the core of all aspects of a successful job search. You need to know your skills for deciding on job goals, researching potential employers, preparing applications, resume and cover letters, for talking to people about the kind of work you are looking for and to convince an interviewer that you are the person to hire. Skills are generally classified into one of three categories - Personal Skills, Work Related Skills or Transferable Skills. Explain the three different skill sets below and then let the workgroup know that you will be moving on to activities that will help them to recognize and identify skills that they have.”

A. Personal Skills

Personal skills are similar to personality traits. These skills describe what you are like as a person and how you would naturally do things.

B. Job Specific Skills

Job Specific skills relate specifically to certain types of jobs or job fields. These skills are easy to recognize however, they can be difficult to transfer from job to job.

C. Transferable Skills

Transferable skills are those skills which can be easily taken with you (or transferred) from one environment to another.

7. Identifying Personal Skills (Slide 11)

Facilitator may need to encourage participants to think about what skills they possess that can be used on the job.



Review the Personal Skills PowerPoint slide and **I Am - Personal Skills Checklist (handout 2)**. Explain that this exercise is to help to recognize that they possess many skills.

(Slide 12) Ask the group to place a check mark next to any skill on the worksheet they possess.

(Slide 13) Have them place a double check mark next to the skills they believe they can use on a job.

(Slide 14) Ask the group to then circle the skills they can give an example or describe how they used that particular skill.

(Slide 15) Ask the customers to select their top ten skills from the skills that have been circled and checked. Each customer should prioritize the top 10 skills they have circled, numbering the circled skills from 1 to 10 - 1 being their strongest skill, then 2 being their next strongest skill, until the customer has prioritized ten skills. If a customer doesn't have ten skills circled - have them prioritize whatever number of circled skills they have.

8. **6 Ways to Prove Skills: (Slides 16 & 17)**



Have volunteers report out some of their top rated personal skills. Ask the group how they would prove these skills to an employer. Allow for customers to offer responses.

Highlight the 6 Ways to Prove Your Skills slides on the PowerPoint.

- 1.) **Use Numbers:** Dollars, Quantities, Years, Number of things/people, quotas
- 2.) **Terms:** Use the terminology of the workplace
- 3.) **Tell Specifics:** Make it real, believable -- make your experiences come to life. Use details, anecdotes, and stories "One particular incident..." or "a case when ..."

- 4.) **Show Results:** Accomplishments: how did your actions benefit your employer? Use Words like: saved, prevented, created, and established.
- 5.) **Use The Past Tense:** Say that you have done something, not that you will or can do.
- 6.) **Speak in first person:** Use 'I' statements. When you talk in first person, it sounds more powerful and confident.

9. Introduction of Job Specific Work Skills (Slide 18)

Now that we have gone over personal skills, lets discuss job specific skills. A job specific skill is a skill you need to know to do a specific task or job. Ask customers, "Where do you think you learn job specific skills?" Highlight how these skills are acquired.

Where are Job Specific Skills Learned? (Slide 19)

Job Specific Skills are learned through:

Education & training

Reading & studying

Working with & observing others

There are three categories of Job Specific Skills. These categories are:

Skills Working with Things

Skills Working with People

Skills Working with Ideas and Information

Skills Working with Things (Slide 20)

When looking at your skills with working with things you should be able to answer, "What you worked on and how you worked with it?"

An example: If you worked with a photocopier you should be able to describe how you worked with a photocopier. You may say, "I Serviced and repaired Xerox Photocopiers."

Skills Working with People (Slide 21)

When looking at your skills with people you should be able to answer, "What kinds of people have I worked with and how have I worked with them?"

An example: If you worked with employees you should be able to describe how you worked with employees. You may say, "Instructed new employees on safety procedures."

Skills Working with Ideas and Information (Slide 22)

When looking at your skills with ideas and information you should be able to answer, "What kinds of Ideas and Info did I work with and how did I work with it?"

An example: If you worked with supplies you may say, "I performed weekly inventory of housekeeping supplies."



The facilitator should now direct attendees to complete the **Identifying Job Specific Skills Worksheet (Handout 3)** that highlights their job specific work skills.



If time is an issue, ask workshop attendees to complete three examples of job specific skills they have when working with Things, People and Ideas & Information. Encourage participants to complete the packet at home.

10. Introduction of Transferable Skills (Slide 23)



Facilitator can say, "Now that we have covered personal and job specific skills we can focus on the third and final category of skills- Transferable Skills."

A Transferable Skill is: A universal skill you can carry with you from one company or job to another.

An example is the skill to organize:

Bookkeepers ORGANIZE numbers

Warehouse workers ORGANIZE inventory

Secretaries ORGANIZE files

A Transferable Skill is related to working with: (Slide 24)

People

Things

Ideas and Information



What are Your Transferable Skills? (Slide 25)

Ask participants for examples of transferable skills and write responses on whiteboard/flip chart. Ask attendees to complete the **I Can-Transferrable Skills Checklist (Handout 4)**. Ask participants if they would like to share some of their transferable skills.



Optional Activities:



1) Facilitator can have the group complete the Demonstrate It! Transferrable Skills worksheet. Ask the group to take out the **Demonstrate It!-Transferrable Skills worksheet (Optional Handout 5)** and review the sheet. Next, ask participants to fill out the worksheet from transferrable skills they had listed in Activity 12. Request volunteers to share one or two of their Demonstrate It! “stories.”

2) Facilitator can ask participants to take out the **Identifying Skills Case Studies worksheet (Handout 6A)** and review the examples. Facilitator can create break-out groups and assign a specific case study to each group. Each group would identify and list the skills found in the case study. After the groups identify the skills found in their case study, they can report out to the group as a whole. After each group reports out, instruct participants to return to their work groups and brainstorm what other jobs



the character in their case study may apply for in their future job searches. Have groups report out. Facilitator can use (**Handout 6B**), the Case Studies answer key to highlight additional skills and job targets not identified.

11. **Your Strengths As A Story (Slide 26)**

For each skill we have identified today and that you ultimately talk about in an interview, you should be able to identify specific examples of actually doing what you said you did. Think of it like telling a story and don't be afraid to combine more than one strength when "telling your story."

For example:

This was the situation...

This is what I did (using your skill)

This was the outcome (quantify whenever possible - How can you make or save money?)

C.A.R. (Slide 27) Another way of thinking about how to highlight your strengths is to think about taking your "CAR" to the interview. In this instance CAR or C,A,R stands for: Context, Action and Result. For example:

The Context: This was the situation...

The Action: This is what I did...

The Result: This was the outcome...



Optional Activity: Facilitator can help the group practice "telling their story" through the Prove-It! Personal Skills worksheet. Ask the group to take out the **Demonstrate It!-Personal Skills worksheet (Optional Handout 7)** and review the sheet. Next, ask participants to fill out the worksheet from their top ten personal skills they had listed in Activity 9. Request volunteers to share one or two of their Prove It! "stories."

13. **Wrap-Up (Slide 28)**

Finish the session by asking for volunteers to highlight the three types of skills discussed today.

Three Categories of Skills:

Personal

Job Specific

Transferable

Encourage workshop attendees to continue to explore their skills and complete any worksheets at home that they may not have had time to complete during the workshop session. Ask customers to fill out their **Job Search To Do List (Handout 8)** with next steps generated from the workshop session. Circulate workshop evaluation and collect responses.



***Advanced Optional Activity**

JobZone Skills Checklist



For an advance skills discussion, encourage participants to complete the JobZone Skills Checklist to determine what skills they have and what skills they need to acquire in order to obtain employment. The JobZone Skills Checklist can be completed as a group in a computer lab setting as well.